

Foreword

General National Vocational Qualifications (GNVQs) have been designed to provide a broad education as a basis for further training, further and higher education or for moving into employment. This is achieved by ensuring that students develop the general skills, knowledge and understanding that underpin a range of occupations or professions. Intermediate GNVQs are part of the level 2 provision in the National Framework of Qualifications.

The specifications have been approved by ACCAC for use by centres in Wales and by CCEA for use by centres in Northern Ireland.

General information

Students in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government organisation that are different from those in England.

Where the content of the units refers only to England, students in Wales and Northern Ireland should have their learning focused on content specific to their country.

Centres interested in offering GNVQs through the medium of Welsh or Irish should contact their regional office (details below) who will be pleased to offer advice.

Welsh Regional Office
Manager Edexcel Wales
42 Lambourne Crescent
Cardiff Business Park
Llanishen
Cardiff CS4 5GG
Tel: 02920 689 911
Fax: 02920 689 933
E-mail: cardiff@edexcel.org.uk

Edexcel in Ireland
Belfast Regional Office
Regional Manager
Forestview
Purdy's Lane
Newtonbreda
Belfast BT8 4ZX
Tel: 01232 642 086
Fax: 01232 647 715
E-mail: belfast@edexcel.org.uk

Qualification structure

The 6-unit Intermediate GNVQ consists of:

- three compulsory units
- three optional units.

Compulsory units

The compulsory units have a broad focus providing the student with a general understanding of the sector as a whole.

Optional units

The optional units introduce a more specialised vocational focus and the opportunity to broaden the skills and knowledge already gained from the compulsory units.

The optional units can improve the opportunities available to students to progress to further education, employment or training.

The Edexcel Intermediate GNVQ has a set of optional units that are unique to Edexcel.

Equivalence

The 6-unit Intermediate GNVQ is designed to be of a standard equivalent to 4 GCSEs, at grades A* to C.

Access

Edexcel's policy concerning access to their qualifications is that:

- qualifications must be available to anyone who is capable of reaching the required standard
- qualifications must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

It is, however, the responsibility of centres to recruit with integrity and centres should:

- provide applicants with information and advice on the course and its associated assessment
- identify specific needs
- select on the basis of each applicant's previous qualifications and experience.

Students who would benefit most from the Intermediate GNVQs are likely to have one or more of the following:

- a Foundation level GNVQ
- a standard of literacy and numeracy equivalent to GCSE grades C to D
- some related work experience.

Accreditation of prior learning (evidence from past achievement)

In assessing students, centres should be mindful that students may present evidence from past experience/learning which is still current. The centre assessor should match the evidence with the specifications, and if all the requirements have been met then the student should be given the credit, and accreditation can take place.

Please refer to the Edexcel publication Accreditation of Prior Learning (APL), published June 1990, order code 80-092-01 and available from Edexcel publications (see page 8).

Unit structure

Each GNVQ unit is made up of a number of sections. Some are directed at the student, others at the teacher. The sections are:

About this unit

This provides an introduction to the content of the unit, its relationship to other units in the qualification and progression routes. It also states the form of assessment for the unit.

What you need to learn

This states what students need to know and be able to do to achieve the unit.

Assessment evidence

This is the evidence the student must produce to achieve the unit.

This section states the form and general content of students' evidence. This could be, for example, a report, an information pack, or the outcomes from an investigation.

Students must produce the evidence stated in the assessment evidence. It must fulfil the requirements as stated in the grade criteria. The criteria for merit and distinction focus on improving the quality of the evidence, not producing more evidence.

Essential information for teachers

This suggests delivery and assessment strategies for the unit, associated resources and guidance on integrating the Key Skills, including the Wider Key Skills.

The guidance also highlights where appropriate how cultural, moral, social and ethical issues could be addressed within unit delivery. Environmental, European and health and safety issues are also identified.

Assessment

Assessment is focused on the unit. For each unit there is only **one method of assessment**, either a portfolio of evidence or an external assessment.

Moderation

The standard of internally assessed portfolios will be checked through a moderation programme. This is explained in detail in the section *Moderation of portfolio units* (see page 6) and will take place after the centre's own internal moderation.

External assessment

External assessments will be set, marked and graded by Edexcel.

One third of the compulsory and optional units will normally be externally assessed except for the areas of IT, Media, Art & Design and Performing Arts where the requirement is 25%. The external tests will assess the essential skills, knowledge and understanding associated with that unit.

The time allocated to the external assessment will depend on the form the assessment takes, which may be one of the following:

- performance tasks
- practical activities
- structured tests
- case studies
- research activities and associated assignments
- set assignments.

Where the external assessment requires it, students will be allowed to use specialist resources. Any such requirement will be specified by Edexcel in advance. The total mark gained for the assessment will determine the student's grade for that unit.

There will normally be two opportunities each year for students to take the external assessments, in January and in June.

Re-sits

Re-sit regulations will be sent to centres before the start of the course.

Grading

Each unit contains its own set of grading criteria, contextualised to the unit content. Units are graded according to those criteria.

This means that a student will either achieve a fail (below pass), pass, merit or distinction grade for every unit.

Internal assessment

In order to achieve a **pass** for an **internally assessed** unit, a student's work must cover all of the requirements of the pass criteria to the quality described in the pass criteria for that unit. If the work does not meet the pass criteria, that work must be awarded a fail grade.

Some students' work will go beyond the qualities described in the pass criteria, and will demonstrate some or all of the qualities described in the **merit** and/or **distinction** criteria.

Assessors should use their professional judgement to decide which set of criteria (ie pass, merit or distinction) best describes the depth and quality of the student work.

Differentiation

A range of points is available within each grade to allow for differentiation and to reward students for work at the higher end of each grade. For Intermediate GNVQs, the ranges of points available for each grade are as follows:

Allocation of unit points

6-unit Intermediate GNVQs

	Below pass	Pass	Merit	Distinction
Unit	0 – 6	7 – 9	10 – 12	13 – 16

Allocation of unit points

Fail	0 =	did not submit any work
	1 =	did not achieve any of the pass-grade criteria
	2 =	achieves only one pass-grade criterion
	3 =	achieves less than half of the pass-grade criteria
	4 =	achieves half of the pass-grade criteria
	5 =	achieves more than half of the pass-grade criteria
Pass	6 =	just below pass-grade
	7 =	achieves pass-grade criteria
	8 =	comfortably achieves pass-grade criteria
Merit	9 =	a good pass just below merit-grade
	10 =	achieves merit-grade criteria
	11 =	comfortably achieves merit-grade criteria
Distinction	12 =	a good merit just below distinction-grade
	13 =	achieves distinction-grade criteria
	14 =	comfortably achieves distinction-grade criteria
	15 =	a good distinction-grade achievement
	16 =	an excellent distinction-grade achievement

Externally assessed units

For a student to achieve a **pass** in an **externally assessed** unit, the student's performance in the external assessment must reach the boundary designated by Edexcel for that specific assessment. **Merit** and **distinction** grades will have similar boundaries. The student's raw mark will be converted by Edexcel to a points score, which will be reported to the centre.

Allocation of qualification points

The number of points allocated to each unit is recorded and added up to give an overall points total. This total for the qualification is then compared to the ranges allocated to each overall qualification grade.

6-unit Intermediate GNVQs

	Below pass	Pass	Merit	Distinction
Qualification	0 – 41	42 – 59	60 – 77	78 – 96

Hence a student will be awarded both an **overall qualification grade** (based on aggregation points) and **individual unit grades** (based on the criteria associated with each unit and associated points).

Moderation of portfolio units

The main purpose of standards moderation within GNVQs is quality control, ie to check that centres are assessing accurately and consistently to agreed national standards. This will be done by examining a sample of students' portfolios of evidence, after they have been assessed and internally standardised by centre staff.

For the majority of centres, moderation will be carried out by moderators visiting the centres. The process may involve postal sampling, meetings of moderators and centre representatives, centre visits or a combination of these and is likely to happen at the end of the programme.

The focus of the process will be at programme level. Edexcel takes action to change grades where these are found to vary from the national standards. Full details of the moderation procedures will be available to centres, including the size and nature of the sample of students' and assessors' work to be moderated.

Moderation will apply to all types of students' work, including written outcomes, artefacts and performance evidence.

Awarding and reporting

The grading, awarding and certification processes of GNVQs comply with the requirements of the GNVQ Code of Practice for courses starting in September 2000.

Key Skills

Students can achieve the vocational qualification without gaining Key Skills. However the Key Skills should be delivered as an integral part of the qualification but should be separately recorded and certificated.

Centres should encourage students to gain the Key Skills qualification. This may be certificated at a level that is different from the level of the Intermediate GNVQ, eg Communication at level 1, Application of Number at level 2 and Information Technology at level 3. Students may prefer to have individual Key Skills accredited.

Within the units there is guidance to show centres how vocational and Key Skills achievement can be successfully combined. The guidance identifies 'keys to attainment' and 'signposting'.

Keys to attainment are identified Key Skills or aspects of Key Skills that are central to vocational achievement. If the student has met the indicated vocational requirements of the unit, the keys to attainment show that the relevant aspect of the Key Skills will also have been achieved.

Signposting indicates naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment. Students will not necessarily achieve the signposted Key Skill through the related vocational evidence.

Aspects of Key Skills are indicated at the end of each unit, sometimes as ‘key to attainment’ (K) and sometimes as ‘signposts’ (S).

Wider Key Skills

Within the units there are also opportunities for the student to achieve Wider Key Skills. These are:

- Working With Others
- Improving Own Learning and Performance
- Problem Solving.

These have also been identified at the end of each unit.

Nesting

GNVQ Intermediate units have been designed so that they can be delivered together with associated GNVQ Foundation units. This concept is known as nesting.

Nesting offers many advantages to students and centres, for example:

- smaller groups can be taught together. However there will have to be additional sessions to allow Intermediate students to gain greater breadth and depth
- it helps with initial assessment of borderline students so that decisions concerning the specific level offered to the student can be delayed
- it allows a fast-track to Intermediate level. The majority of the nesting is within the compulsory units as the optional units are more specialised
- it aids progression for less confident students. They will be progressing to a programme where they are already familiar with some of the content.

Appeals

Every Edexcel centre must have an appeals procedure that is known to staff and students. Students have the opportunity to appeal against assessment decisions made either by the centre or by Edexcel relating to:

- work assessed by the centre
- work assessed by Edexcel.

Centres responsible for local assessment decisions are required to have appropriate appeals and counselling procedures in place. Edexcel is available to offer advice and act as an impartial observer or moderator when requested to do so by students and/or centres.

If, after thorough local procedures have been undertaken, a student still feels that an inappropriate decision has been reached, then the student may appeal directly to Edexcel. In such cases, Edexcel will contact the head of centre concerned to request a full report.

All appeals to Edexcel must be accompanied by supporting evidence, which must be relevant to the grounds on which the decision in question was made.

Appeals to Edexcel should be submitted to the Edexcel Compliance and Regulation Unit who will determine the appropriate procedure for the appeal. This will normally involve an Appeals Review Panel.

Special arrangements

Students with special requirements may require additional support, for example technical aids or specially devised or adapted methods of assessment, with additional time allowed if necessary.

Edexcel will comply with the regulations for assessment in GNVQs as described in the Joint Council of National Vocational Awarding Bodies document *Provision for Candidates with Particular Requirements (Special Assessment Needs) 1998/9* or the equivalent updated document. Centres are advised to obtain copies of the current document from Edexcel.

In accordance with the published guidelines, Edexcel is happy to assess whether special considerations or concessions can be made for candidates with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel Foundation
Stewart House
32 Russell Square
London
WC1B 5DN

Centre/teacher support

There is a full range of support material designed for each GNVQ including:

- specimen tests
- exemplar grading materials
- sample materials for delivering the units
- sample materials for assessing the units.

Edexcel delivers a full INSET programme to underpin the GNVQs. This may take the form of subject-specific conferences, seminars, or tailor-made events for individual centres. Details of these are updated annually and sent to centres.

Edexcel has regional offices which offer support to centres with subject-specific advice, visits, and a curriculum planning service.

Further information concerning INSET and regional offices can be obtained from the Edexcel Customer Response Centre on 020 7393 4500.

Our publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
NG18 4LN

Tel: 01623 467 467

Fax: 01623 450 481

E-mail: publications@maillin.co.uk

Aims

The Intermediate Leisure & Tourism GNVQ is intended to provide students with an introduction to the leisure and tourism industry, enabling them to investigate a range of areas of study.

The specific aims of the Intermediate Leisure & Tourism GNVQ are:

- to enable students to investigate a range of areas within the leisure and tourism industry
- to provide students with knowledge, understanding and skills required for future employment in leisure and tourism
- to enable students to be aware of the progression routes within the National Qualifications Framework
- to stimulate and sustain candidates' interest in and enjoyment of the vocational area
- to provide an appropriate course for candidates wishing to enter employment in leisure and tourism or continue with further education.

Objectives

The Intermediate Leisure & Tourism GNVQ provides students with the ability:

- to know and understand the leisure and tourism industry appropriate to level 2 of the National Qualifications Framework
- to acquire further knowledge by practical application in real work situations
- to use imaginative and critical thinking in applying knowledge to leisure and tourism situations and problems.

National provision

The Intermediate Leisure & Tourism GNVQ contributes to the quality and coherence of provision nationally by:

- providing students with the knowledge, understanding and skills appropriate to level 2 required for future employment in the leisure and tourism industry
- enabling progression within the National Qualifications Framework.

The distinctive characteristics of the Edexcel Intermediate Leisure & Tourism GNVQ are:

- to take account of industry's needs
- to encourage progression
- to provide pathways allowing students to specialise in either leisure or tourism
- to provide a practical focus
- to enable students to develop essential transferable skills for employment
- to address the requirements of individual students
- to provide support through the provision of tutor support material.

Recommended prior learning/attainment/experience

Students who would benefit most from an Intermediate Leisure & Tourism GNVQ are likely to have one or more of the following:

- a Foundation GNVQ in Leisure & Tourism or in a related area
- a standard or literacy and numeracy supported by a general education equivalent to GCSE at grades D to G
- work experience in leisure and tourism or in a service industry.

Structure and content of Intermediate Leisure & Tourism GNVQ

To achieve the Intermediate GNVQ in Leisure & Tourism students must successfully complete all 3 compulsory units and 3 optional units from the choice provided:

Compulsory unit titles and number

Unit number	Unit title
1	Investigating leisure & tourism
2	Marketing in leisure & tourism
3	Investigating customer service

Optional unit titles and number

Unit number	Unit title
4	Running an event
5	Sport & activity leadership
6	European travel destinations
7	Leisure, sport & recreation facilities
8	Travel & tourism organisations
9	The changing face of leisure
10	Health, fitness & lifestyle
11	Outdoor adventure
12	Travel & tourism information
13	Impacts of leisure and tourism

Assessment (portfolio and external)

Assessment is focused on the unit. For each unit there is only one method of assessment, a portfolio of evidence or an external assessment, which will be set and marked by Edexcel. One third of the Intermediate Leisure & Tourism GNVQ is externally assessed including both the compulsory and optional units. The following units are externally assessed:

Unit number	Unit title
2	Marketing in leisure & tourism
7	Leisure, sport & recreation facilities
8	Travel & tourism organisations

Unit 2 must be taken by all students, there is a choice of either Unit 7 or 8 depending on the pathway chosen.

Progression

Successful completion of the Edexcel Intermediate GNVQ in Leisure & Tourism offers candidates several routes for progression:

- direct entry into employment within the leisure or tourism industry
- further learning opportunities within employment
- access to occupational standards at the same or next level
- progression to the next stage of vocational qualifications either within the same area or in a related area (eg Business, Hospitality & Catering, Performing Arts or Retail & Distributive Services)
- progression to the next stage of general qualifications within the national framework.

Additionally, the Edexcel Intermediate GNVQ in Leisure & Tourism facilitates progression for candidates in the following manner:

- a bank of optional units that offers a choice of pathways for candidates to specialise in either the leisure and recreation industry or the travel and tourism industry
- pathways that ease progression into employment in either the leisure and recreation industry or the travel and tourism industry
- pathways that also ease progression into either the Advanced GNVQ in Leisure & Recreation, the Advanced GNVQ in Travel & Tourism or other Advanced GNVQs in related areas
- assessment strategies common with the Advanced GNVQ in Leisure & Recreation, the Advanced GNVQ in Travel & Tourism and with other GNVQs in related areas that ease progression from one level to another
- an opportunity to achieve Key Skills that enable successful candidates to be better prepared to match their skills to further education, training and employment
- nesting with units in the Advanced GNVQ in Leisure & Recreation and in Travel & Tourism that ease progression from one level to another.

Links with other qualifications

The Intermediate Leisure & Tourism GNVQ is distinctive and has no significant overlap with other qualifications. However, some of the topics covered in individual units have links with units in other qualifications. These links are detailed in every unit under *Teaching Strategies in Essential Information for Teachers*. These links are tenuous and do not pose any restrictions on multiple entry.

There is, however, one common unit in this qualification with Intermediate GNVQs in Hospitality & Catering and Business entitled Investigating customer service (Hospitality & Catering) and Customer service (Business).

Nesting

Some units in the Foundation and Intermediate Leisure & Tourism GNVQs have been designed so that they can be delivered jointly. These units are:

- Investigating leisure & tourism (at both levels)
- Marketing in leisure & tourism (Intermediate) and Promotion in leisure & tourism (Foundation)
- Investigating customer service in leisure & tourism (Intermediate) and Exploring customer service in leisure & tourism (Foundation)

This principle also applies to the Intermediate Leisure & Tourism GNVQ and the Advanced Travel & Tourism and Leisure & Recreation GNVQs as follows:

- Investigating leisure & tourism (Intermediate), Investigating leisure & recreation (Advanced Leisure & Recreation) and Investigating travel & tourism (Advanced Travel & Tourism)
- Marketing in leisure & tourism (Intermediate), Marketing in leisure & recreation (Advanced Leisure & Recreation) and Marketing in travel & tourism (Advanced Travel & Tourism)
- Investigating customer service in Leisure & Tourism (Intermediate), Customer service in leisure & recreation (Advanced Leisure & Recreation) and Customer service in travel & tourism (Advanced Travel & Tourism).

Relationships with national occupational standards

The Intermediate Leisure & Tourism GNVQ has links with the following S/NVQs:

- Travel Services Level 2
- Sport, Recreation and Allied Occupations Level 1
- Operational Services Level 2
- Activity Leadership Level 2
- Coaching, Teaching and Instructing Level 2
- Outdoor Education Level 3.

The links are detailed in every relevant unit under *Teaching Strategies in Essential Information for Teachers*.

Links with industry

The Intermediate Leisure & Tourism GNVQ has been developed in consultation with the industry to ensure that students are able to progress into employment.

It is strongly recommended that centres form strong links with the industry when delivering this qualification. This can be in the form of, for example, secondment into the industry for teachers, work experience/shadowing for students, guest speakers, visits and using material produced by a range of organisations.

Other issues

The Intermediate Leisure & Tourism GNVQ addresses cultural, moral, spiritual, social and ethical issues. Environmental, European and health and safety issues are also identified. These are detailed in every unit under *Teaching Strategies in Essential Information for Teachers*.

Legislation for Great Britain and Northern Ireland is largely similar. However, centres may wish to consider the Health and Safety at Work Act (Northern Ireland) Order 1978.

Glossary

These are the working definitions of key terms used in the Intermediate Leisure & Tourism GNVQ:

- **Customers:** buyers and/or users of products or services; the buyers may be individuals, groups or businesses. Customers can be external or internal.
- **European Union:** those European countries, including the United Kingdom, which are signatories of the Maastricht Treaty.
- **Event:** an event refers to activities with significant requirements for planning, resources and evaluation specific to the event. An event could include the provision of a product or a service. The scale of the event should be compatible with the overall level of demand of the qualification.
- **Facility:** the term facility is used in a leisure and tourism context to refer to equipment, buildings, structures or features of the natural environment which provide opportunities for leisure and tourism potential to be utilised. Facilities may be features of the natural environment which are perceived to have leisure use (eg lake or mountain) or be built structures and equipment (eg boating centre next to a lake, interpretation centre next to a castle, a concert hall).
- **Leisure:** leisure is the opportunity available to an individual after completing the immediate necessities of life, when s/he has the freedom to choose and engage in an experience which is expected to be personally satisfying.
- **Leisure and recreation industry:** consists of:
 - **Arts and entertainment:** (eg theatres, concert halls, galleries, art centres, museums, bingo halls, race tracks, home-based entertainment, theme parks)
 - **Sports and physical activities:** (eg sports centres, leisure centres, running tracks, sports stadia, gymnasia, fitness centres, swimming pools)
 - **Outdoor activities:** (land-based, water-based, air-based activities and activity centres)
 - **Heritage:** (eg historic sites, working and industrial museums and attractions)
 - **Play:** (eg playing fields, playgrounds, play schemes)
 - **Catering and accommodation:** (eg food and drink services in leisure and recreation facilities, meeting rooms, hostel accommodation).

- **Locality:** for the purposes of these units, the term locality would normally refer to the area local to the students, within which the college or school is situated, and within which most students are resident and undertake their leisure activities. However, the term may be applied flexibly to indicate any defined geographical area appropriate to the range given for any specific unit.
- **Private sector organisations:** private sector organisations are directly or indirectly in private ownership. They are normally profit-making. Examples of facilities run by private sector organisations include hotels, tourist attractions and health and fitness clubs.
- **Product/service:** the activities of many leisure and tourism organisations result in a product which may include goods and/or service to the customer. For example, a hotel may sell a weekend break as a product which also contains several services: meals, accommodation, entertainment.
- **Public sector organisations:** largely funded by central or local government, which also influence their strategies and policies. Public sector organisations include tourist boards and local authorities, which run facilities such as leisure centres, arts centres and tourist information centres.
- **Tourism:** tourism is about the temporary, short-term movement of people to destinations outside the places where they normally live and work and about their activities during their stay at these destinations; it includes travel for all purposes as well as day visits or excursions. An essential part of tourism is the intention of the traveller to return, whether this is from a day trip, a holiday or a short business trip.
- **Travel and tourism industry:** travel consists of:
 - Leisure travel
 - Business travel
 - Visiting friends and relatives.

Travel services are provided by: retail travel agencies, business travel agencies, tour operators, principals (eg airlines, rail, car hire companies, shipping).

Tourism services consist of: national and regional tourist boards, tourist information centres, tourist attractions, guiding services, currency exchange, accommodation, catering, transport.

- **Voluntary sector organisations:** voluntary sector organisations are managed and operated largely by volunteers. They are often non-profit making or charitable. Examples of facilities run by voluntary sector organisations include local sports clubs and travel clubs.

Checklist for external assessment

For externally assessed units you will only be assessed on attractions, companies and transport facilities taken from the list below.

1 Major attractions

Castles

Caernarvon Castle
Windsor Castle
Edinburgh Castle
Warwick Castle

Churches

St Paul's Cathedral
Westminster Abbey
Salisbury Cathedral

Museums

Beamish
Ironbridge Gorge
National Railway Museum, York
Natural History Museum, London
Science Museum, London
Royal Academy, London
Museum of Welsh Life, St Fagans

National parks

Brecon Beacons
Dartmoor
Lake District
Norfolk Broads
North Yorkshire Moors
Peak District
Snowdonia
Yorkshire Dales

Seaside resorts and attractions

Blackpool, Tower and Pleasure Beach
Brighton and Palace Pier
Great Yarmouth and Pleasure Beach
Southport and Pleasureland
Morecambe and Frontierland

Seaside towns

Bangor, County Down, Northern Ireland
Bognor Regis
Llandudno
Newquay
Scarborough
Skegness
Torquay
Whitby

Stately homes

Blenheim Palace
Buckingham Palace
Hampton Court Palace
Kensington Palace
Beaulieu

Theme parks

Alton Towers, Staffordshire
American Adventure, Derbyshire
Chessington World of Adventures, Surrey
Drayton Manor Park, Staffordshire
Flamingo Land, North Yorkshire
Legoland, Windsor
Thorpe Park, Surrey

Towns and cities

Belfast
Birmingham
Cambridge
Cardiff
Chester
Edinburgh
Glasgow
Manchester
Oxford
Stratford-upon-Avon
York

Zoos

Chester Zoo
Edinburgh Zoo
London Zoo

Miscellaneous attractions

Giant's Causeway, Antrim, Northern Ireland
Hadrian's Wall
Land's End
Longleat Safari Park
Lough Neagh, Northern Ireland
London Eye
Madam Tussaud's, London
Millennium Dome
Roman Baths and Pump Room, Bath
Royal Shakespeare Theatre, Stratford-upon-Avon
Stonehenge, Wiltshire
Yorvik Viking Centre, York
Channel Islands
Isle of Man
Isle of Wight

2 Sporting venues

Bisham Abbey National Sports Centre, Buckinghamshire
Crystal Palace National Sports Centre, London
Holme Pierrepont National Water Sports Centre, Nottingham
Lilleshall National Water Sports Centre, Shropshire
The Northern Ireland Mountain Centre, County Down
The Scottish National Sports Centre, Aviemore
Plas y Brenin National Mountain Centre, North Wales
Wembley Stadium, London
Wimbledon, London

Cricket: Lords, Oval, Old Trafford

Football: Anfield, White Hart Lane, Goodison Park, Windsor Park, Belfast

Rugby: Cardiff Arms Park, Twickenham, Murrayfield, Ravenhill, Belfast

3 Transport and ferry ports

British Airways
Virgin Atlantic
Eurostar
Le Shuttle
Waterloo International
Gatwick Airport
Heathrow Airport
Anglesey
Belfast
Dover
Folkestone
Harwich
Holyhead
Larne
Portsmouth
Stranraer

KEY SKILLS MAPPING

Key Skills Title	Compulsory Units			Option Units									
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13
N2.1									K			K	
N2.2												K	
N2.3												S	
C2.1a		S	K	K	K		S	S	K	K	S		
C2.1b		S			S				S	S			
C2.2	S	S	S			S	S	S	S	S	S		
C2.3	S	S		S	S	K	S	S	S	S	S	S	S
IT2.1										S	S		
IT2.2		S											
IT2.3		S		S						S	S	S	S
LP2.1	S	S	S	S	K	S				S	S	S	S
LP2.2	S	S	S										
LP2.3	S	S	S										
PS2.1		S	S	S	S								
PS2.2		S	S										
PS2.3		S	S										
WO2.1	S		S	K							K		
WO2.2	S		S										
WO2.3	S		S										